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ADMINISTRATIVE ASPECTS
OF A
PHYSICAL EDUCATION PROGRAM

William Parmentier

ADMINISTRATIVE ASPECTS
OF A
PHYSICAL EDUCATION PROGRAM

A Term Paper
Presented in Physical Education 510
Eastern Illinois University

In Partial Fulfillment of
The Requirements For The Degree
Master of Science in Education

Plan B

By
William Parmentier

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This paper has been approved as partial
fulfillment of the requirements for the Degree
Master of Science in Education.

APPROVED:

Florence McAfee
Dr. Florence McAfee
Class Instructor

23 July 1962
Date

Maynard O'Brien
Dr. Maynard O'Brien
Advisor

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CHAPTER I

INTRODUCTION

Hypothetical Situation

In this hypothetical high school, the physical education department will have a supervisor and five staff members. There will be approximately 500 boys taking part in the physical education program.

For top efficiency, the teaching load for each teacher will not exceed five fifty minute class periods a day. There will be a total number of twenty classes in men's physical education. Each instructor will teach four classes a day in physical education. This will allow the other hour to be used as supervision for hall, playground, or cafeteria. The teaching load does not include after school responsibilities, such as team coaching, intramural sports, or other extra curricular assignments.

Outdoor and Indoor Facilities

1. Two football fields (also used for soccer, speedball, field hockey).
2. Two playground ball diamonds and regulation baseball diamond.
3. Six tennis courts.
4. Archery range and practice area for golf.
5. Gymnasium with facilities for dancing, gymnastics, individual sports. This is the boy's gym.
6. Indoor swimming pool.

There will be enough equipment to take care of all the students enrolled in the physical education classes.

The budget of the physical education program will come from the gate receipts of athletic contests and athletic association membership fees. The athletic association membership fee will be three dollars for each student and this will be required of all students. The gate receipts and fees will take care of the following:

1. Paying of officials.
2. Purchasing of new equipment.
3. Repair and care of equipment.
4. Traveling expense.
5. Medical examinations.
6. Medical and training supplies.
7. Laundry of towels.
8. Awards.
9. Intramurals - trophies and medals.

CHAPTER II

GENERAL AIMS OF THE PROGRAM

The philosophy of education is based on the premise that education is preparation for life and that physical education as a part of general education plays a vital part in this job. A discussion of the aims and objectives of physical education is important because in any profession there must be definite aims and objectives if it is going to justify its existence. If the profession is to know where it is going, what it is striving for, and what it hopes to accomplish, it must have goals which have been clearly defined.¹

Philosophy of Supervisor

The supervisor will have a well defined philosophy of physical education. This philosophy will include the concept that through a well organized physical education program, children can develop socially as well as physically, emotionally, and mentally. They can learn activities which are healthful and can be used during their leisure time. Physical education is very essential in a well-rounded education. The mind and body represent a unity in man. One gives strength to the other, one supports the other, and both function harmoniously in

¹Charles A. Bucher, Foundations of Physical Education, (St. Louis: The C. V. Mosby Co., 1960), pp. 115-138.

the educated person.²

Aim of Education

The ultimate aim of education is the preparation of the young for the common life of their time and their kind.³ An individual's education consists of everything he does from birth until death. He learns by every day experiences and his line of thinking is also determined by these experiences. Education does not just take place in the classroom, it takes place at any time. But the schools can help prepare the individual for a more purposeful life by guiding their experiences.

The problem now arises as to what experiences will best result in a happy and rich life. The solution seems to be in the provision of experiences which will have a practical value in the lives of individuals as they live. from day to day. Worthwhile experiences will enable one to live a more purposeful, a more interesting, and a more vigorous life. The aim or goals of education, therefore, should receive consideration if one is to know in what direction educational experiences are to be guided.⁴

²Ibid., p. 33.

³Cardinal Principles of Secondary Education, U. S. Bureau of Education, Bulletin, (Washington: Government Printing Office, 1918), p. 32.

⁴Bucher, op. cit., p. 32.

Objectives of Education

The Educational Policies Commission points out four groups of objectives in discussing the purpose of education. These purposes are the objectives of (1) self-realization; (2) human relationship; (3) economic efficiency; and (4) civic responsibility.⁵

1. The objectives of self-realization deal with such important items as the desire for learning; the ability to speak, read, and write effectively; an acquisition of knowledge and habits concerned with healthful living; and the ability to use leisure time in a wholesome and satisfying manner.
2. The objectives of human relationship are concerned with such things as an appreciation of the home, friendships, courtesy, the value of human welfare, and the ability to work harmoniously with one's fellow men.
3. The objectives of economic efficiency pertain to producer and consumer education. On the one hand, this stresses such things as the importance of good workmanship, selecting one's vocation carefully, and occupational adjustment, appreciation, and efficiency; and, on the other hand, it stresses such things as consumer judgment, buying, and protection.
4. The objectives of civic responsibility apply to such things as the citizen's responsibility to his fellow men, to his country, and to the world; his responsibility for developing a tolerant, scientific, critical, sympathetic, and

⁵Educational Policies Commission, Policies for Education in American Democracy, (Washington: National Education Association of School Administrators, 1946), p. 64.

cooperative attitude within himself;
and his responsibility for developing
an unswerving loyalty to the democratic
way of life.⁶

Aim of Physical Education

The aim of physical education is an integral part of the total education process and has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.⁷

General Objectives of Physical Education

It is necessary for the physical education staff to be united in directing itself toward common goals. Only through uniformity of purpose will it be possible to be continually conscious of what they are trying to accomplish.

A study of the child reveals four general directions or phases in which growth and development take place; namely, physical development, motor development, mental development, and human relations development. Each of these phases contributes to the well-rounded individual who will become a worthy member of society. Physical education can play a very important part in contributing

⁶Ibid., p. 33.

⁷Charles A. Bucher, Administration of School Health and Physical Education Programs, (St. Louis: The C. V. Mosby Co., 1958), p. 92.

to each of these phases of child growth and development. The objectives listed by present-day leaders of physical education, in the majority of cases, may be incorporated under these groupings. It is believed that physical education will justify its existence in the educational process, if it can accomplish the objectives that are set forth under these four headings.⁸

Physical Development

This objective deals with the program of activities which builds physical power in an individual through the development of the various organic systems of the body. It results in the ability to sustain adaptive effort, the ability to recover, and the ability to resist fatigue. The value of this objective is based on the fact that an individual will be more active, have better performance, and be healthier, if the organic systems of the body are adequately developed, and functioning properly.

Muscular activity plays a major role in the development of the organic systems of the body. The term "organic" refers to the digestive, circulatory, excretory, heat regulatory, respiratory, and other systems.⁹ These systems are stimulated and trained through such activities as hanging, climbing, running, throwing, leaping, carrying,

⁸Bucher, Foundations, op. cit., p. 123.

⁹Ibid., p. 124.

and jumping. Health is also related to muscular activity; therefore, activities which bring into play all of the fundamental "big muscle" groups in the body should be engaged in regularly. Furthermore, the activity should be of a vigorous nature so that the various organic systems are sufficiently stimulated. Physical education aids in the development of the trained individual so that he will be better able to perform his routine tasks and live a healthy, interesting, and happy existence.¹⁰

Motor Development

The motor development objective is concerned with performing physical movement with as little expenditure of energy as possible and in a proficient, graceful, and esthetic manner.¹¹ This has implications for one's work, play, and anything else which requires physical movement.

Effective motor movement is dependent upon a harmonious working together of the muscular and nervous systems.¹² It results in greater distance between fatigue and peak performance; it is found in activities which involve such things as running, hanging, jumping, dodging, leaping, kicking, bending, twisting, carrying, and throwing; and it will enable one to perform his daily work much more efficiently and without reaching the point of being fatigued so quickly.

¹⁰Ibid., p. 125.

¹¹Ibid., p. 125.

¹²Ibid., p. 125.

In physical education activities, the function of efficient body movement, or neuromuscular skill as it is often called, is to provide the individual with the ability to perform with a degree of proficiency.¹³ This will result in greater enjoyment of participation. Most individuals enjoy doing those particular things in which they have acquired a degree of mastery or skill. For example, if an adult can consistently serve tennis "aces" he will like tennis; if he can drive a ball 250 yards straight down the fairway, he will like golf; and if he can throw ringers, he will like horseshoes. In most cases a person enjoys doing those things in which he excels. It is possible that the facilities in which one excels would not be available. This might cause a person to explore new activities in which he does not excel. Few individuals enjoy participating in activities in which they have little skill. Therefore, it is the objective of physical education to develop in each individual as many physical skills as possible so that interests will be wide and varied.¹⁴ This will not only result in more enjoyment for the participant, but at the same time will allow for better adjustment to group situations.

Physical skills are not developed in one lesson. It takes years to acquire coordinations, and the most

¹³Ibid., p. 125.

¹⁴Ibid., p. 125.

important periods for development is during the formative years of a child's growth. The building of coordinations starts in childhood, when an individual attempts to synchronize his muscular and nervous systems.¹⁵ A study of kinesiology shows that many muscles of the body are used in even the most simple of coordinated movements. Therefore, in order to obtain efficient motor movement or skill in many activities, it is necessary to start training early in life and continue into adulthood. Most children do not object to the continual trial and error process of achieving success in the performance of physical acts. He usually does not object to being observed as an awkward, uncoordinated beginner during the learning period. Most adults, however, are self-conscious when going through the period of learning a physical skill. They do not like to perform if they cannot perform in a creditable manner. The skills they do not acquire in their youth are many times never acquired. Therefore, the physical education profession should try to see that this skill-learning takes place at a time when a person is young and willing and is laying the foundation for adult years.

The motor development objective also has important implications for the health and recreational phases of the program. The skills that children acquire will determine to a great extent how their leisure time will be spent. Most children enjoy participating in those

¹⁵Ibid., p. 125.

activities in which they excel. Therefore, if a child excels in tennis he will be found on the courts on Saturdays, Sundays, and after dinner at night. There is a marked correlation between juvenile delinquency and lack of constructive leisure-time activity.¹⁶ It seems that some of the main reasons youth turns to crime are for want of something to do, for want of excitement and adventure, for want of "belonging" to a gang, for want of an outlet for their energy, and a desire for activity. If facilities, leadership, and equipment, are available for the pursuit of sports and other physical activities, average boys and girls will, under proper guidance, choose this medium of spending their leisure hours.¹⁷ If children are to spend their leisure moments in physically wholesome ways, an effort will be made to see that skills are gained in physical education activities.

Mental Development

The mental development objective deals with the accumulation of a body of knowledge and the ability to think and interpret this knowledge.¹⁸

Physical activities must be learned. Bucher¹⁹ states:

¹⁶Ibid., p. 126.

¹⁷Ibid., p. 93.

¹⁸Ibid., p. 127.

¹⁹Ibid., p. 300.

There is a need for thinking on the part of the intellectual mechanism, with a resulting acquisition of knowledge. The coordinations involved in various movements must be mastered and adapted to the environment in which the individual lives, whether it be in walking, running, or in other basic activities. In all these movements the child must think and coordinate his muscular and nervous systems. This type of knowledge is acquired through the three theories of psychology which affect physical education, which are the trial-and-error theory, the conditioning theory, and the whole method theory.

Then, as a result of experience, there is a changed meaning in the situation. Coordinations are learned, with the result that an act once difficult and awkward to perform becomes easy to execute.

The individual should not only learn coordinations but should acquire a knowledge of such things as rules, techniques, and strategies involved in physical activities.²⁰ Knowledge concerning health should play an important part in the program. All individuals should know about their bodies, the importance of sanitation, factors in disease prevention, importance of exercise, need for a well-balanced diet, values of good health attitudes and habits, and the community and school agencies which provide health services. This knowledge will contribute greatly to physical prowess as well as to general health. Through the accumulation of a knowledge of these facts, activities will take on a new meaning

²⁰Ibid., p. 128.

and health practices will be associated with definite purposes. This will help each individual to live a healthier and more purposeful life.

A store of knowledge will give each individual the proper background for interpreting new situations which confront him from day to day.²¹ Knowledges such as rules of the game, physical fitness, first aid procedures, general health, rules of safety, etiquette, team play, and strategy in games and events may improve and individuals ability to make wise decisions and discern right from wrong.

In physical education activities one also gains insight into human nature. The various forms of activity in physical education are social experiences which enable a participant to learn about human nature. For all children and youth this is one of the main sources of such knowledge. Here they discover the individual's responsibility to the group, the need for followership and leadership, the need to experience success, and the feeling of "belonging". Here they learn how human beings react to satisfactions and annoyances. Such knowledge contributes to social efficiency and good human relations.²²

Human Relations Objective

²¹Ibid., p. 128.

²²Ibid., p. 128.

The human relations objective is concerned with helping an individual in making personal adjustments, group adjustments, and adjustments as a member of society. Activities in the physical education program offer one of the best opportunities for making these adjustments, provided there is proper leadership.²³

Each individual has certain basic social needs that must be met. These include a feeling of belonging, recognition, self-respect, and love. Where these needs are met, the individual becomes well-adjusted socially. Where they are not met, anti-social characteristics develop. For example, the aggressive bully may be seeking recognition and the member of the gang may be seeking a feeling of belonging. The "needs" theory has tremendous implications for the manner in which they conduct the physical education programs. The desire to win, for example, should be subordinated to meeting the needs of the participants. This may mean that the fellow who is out in right field should be brought in to pitch a couple of innings or that the boy who has a great loyalty to the team but little skill should be allowed to become a member of the squad.

Social action is a result of certain hereditary and

²³Ibid., p. 129.

derivative tendencies.²⁴ There are interests, hungers, desires, ideals, attitudes, and emotional drives that are responsible for everything they do. A child wants to play because of his drive for physical activity. The response to all these desires, drives, hungers, and the like may be either social or anti-social in nature. They depend on whether the experience is pleasing or displeasing. The value of physical education reveals itself when we realize that play activities are one of the oldest and most fundamental drives in human nature. Therefore, by providing the child with a satisfying experience in activities in which he has a natural desire to engage, the opportunity is presented to develop desirable social traits. The key is qualified leadership.²⁵

Through successful experience in play activities, a child develops self-confidence and finds happiness in his achievements. Physical education can provide for this successful experience by offering a variety of activities and developing the necessary skills for success in these activities.²⁶

If children are happy, they will make the necessary adjustments. An individual who is happy is much more

²⁴Ibid., p. 129.

²⁵Ibid., p. 130.

²⁶Ibid., p. 130.

likely to make the right adjustment than the individual who is morbid, sullen, and in an unhappy state of mind. Happiness reflects friendliness, cheerfulness, and a spirit of cooperation, all of which help a person to be contented and to conform to the necessary standards that have been established. Therefore, physical education should instill happiness by guiding children into these activities where this quality will be realized.

In the democratic society in which we live, it is necessary to have all individuals develop a sense of group consciousness and cooperative living. This should be one of the most important objectives of the program. Whether or not a child will grow up to be a good citizen and contribute to the welfare of all will depend to a great extent upon the training he receives during his youth. Therefore, in various play activities, the following factors should be stressed: aid for the less skilled and weaker players, respect for the rights of others, subordination of one's desires to the will of the group, and realization of cooperative living as an essential to the success of society.²⁷ In other words, put the Golden Rule into practice. The individual should be made to feel that he belongs to the group and has the responsibility of directing his actions in its behalf. The rules of sportsmanship should be developed and practiced in all activities

²⁷Ibid., p. 131.

that are offered in the program. Such things as courtesy, sympathy, truthfulness, fairness, honesty, respect for authority, and abiding by the rules will help a great deal in the promotion of social efficiency. The necessity of good leadership and followership should also be stressed as important to the interests of society.²⁸

Physical Fitness

There is much emphasis on physical fitness today. Ever since the Kraus-Weber tests indicated there was a tendency toward softness among American children, the talk has been about the improvement of the fitness of our people. One of the chief ways of reaching the youth of today is through the schools. Therefore the schools have the responsibility for providing many opportunities for understanding and developing fitness.²⁹ Physical education can make a great contribution to fitness for living. If it achieves its four main objectives of physical development, motor development, mental development, and human relations, it will contribute not only to the physical but also to the total fitness of the individual. If the physical education program is organized and is carried out by the staff, the physical fitness of the students in schools should be improved.

²⁸Ibid., p. 131.

²⁹Ibid., pp. 19-26.

Essentials of Staff Relations

Out of the first meeting with the staff there should develop a feeling that a new supervisor is humble, friendly, with a sense of direction, and willingness to learn. One way to get the staff to work with the supervisor is to make clear that the program is not his but that of the staff, that any progress that will be made will be progress of the staff and not of the supervisor. He is there to help staff members develop the program, and he can help only if staff members indicate to him ways that he may make a contribution.³⁰

The supervisor will want to meet the staff on a social basis. This will put the staff at ease; for example most physical education teachers enjoy activities and they could meet at some recreational place and get to know each other better.

It is very important to start with the assumption that all members of the staff are competent. Before any changes could be made in the policies of the physical education program, there should be an evaluation. In this evaluation, one would want to collect facts, pass judgment on these facts with the staff, and make plans for revision in terms of the judgments. A supervisor should listen more than he talks because he may lack information about the job and create a bad feeling among the older members.

³⁰Kimball Wiles, Camille Brown, and Rosalind Cassidy, Supervision in Physical Education, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), pp. 22-23.

For example; a staff member recommends an elimination tournament because he feels that there may be a shortage of time in completing the activity. The fact that the elimination tournament does not allow for maximum play could create a discussion but if the staff evaluates the situation, they may find that this is the best alternative.

Administrative Policies.

Any department that is to function adequately must have sound, well-established policies, or guiding rules, as a basis on which to operate. Policies, unlike objectives, usually indicate the method of approach or means of procedure rather than the point to be gained.³¹ The six major policies as listed by Voltmer³² are:

1. In so far as possible operate on the basis of facts.
 - a. Before setting up a policy, secure the facts which will provide a defensible basis.
 - b. When he performs an executive act, take steps immediately to collect facts which will enable him to appraise the effect of the act.
 - c. Ask for support of a policy only if facts point toward the desirability of the procedure; one should not ask for support on a personal basis.
2. Be just to his staff.
 - a. Reward and encourage the contribution of ideas and service by the staff.
 - b. Require all members to be qualified for their positions.
 - c. Stress staff selection rather than dismissal as a way out of staff troubles.

³¹Edward F. Voltmer, and Arthur A. Esselinger, The Organization and Administration of Physical Education, (New York: Appleton-Century-Crofts, Inc., 1949), p. 56.

³²Ibid., pp. 33-34.

- d. Delegate authority and responsibility clearly.
 - e. Meet with the staff to discuss policies and procedures, any tentative plans affecting them.
 - f. Inform staff members concerning openings in other institutions.
3. Be just to his students.
- a. Provide for student leadership and responsibility.
 - b. Provide the most adequate and workable scheme of classification of students as possible.
 - c. Give grades for work in physical education.
 - d. Teach skills and games useful in school and in later life, to non-athletes as well as athletes.
 - e. Provide for an extensive rather than an intensive program.
 - f. Require a medical examination of all participants.
 - g. Take care of injuries suffered in athletic competition.
 - h. Keep the gymnasium, service units, and play areas clean and sanitary.
 - i. Provide towels and adequate protective equipment for rugged activities.
4. Be just to the public.
- a. Keep the public continually informed in regard to the educational organizations.
 - b. Keep the department well represented in all worthwhile civic organizations.
 - c. Operate on a sound financial basis; have a budget and follow it.
5. Be just to his opponents and competitors.
- a. Seek the advice of opponents.
 - b. Join an athletic conference.
 - c. Regulate the crowds at athletic contests so that both teams may compete under favorable conditions.
6. Be just to the educational system.
- a. See to it that pursued aims and objectives are in accord with those of education.
 - b. Refrain from embarrassing faculty members by asking special favors for athletes.

- c. Co-operate rather than contend with other departments.

CHAPTER III.

BASIS FOR PROGRAM CONSTRUCTION

In planning and developing a physical education program the required physical education class program, adapted program, intramural program, and interschool athletic programs all represent important aspects of the total physical education program. They must remain in proper balance at all school levels and be geared to the needs and interests of the student.³³

According to present day educational philosophy, any program of curriculum development is dependent upon two basic factors. These are:

1. The needs of the society in which the program is to operate.
2. The nature and needs of the children for whom the program is intended.³⁴

The physical education program is that phase of the educational process which consists of:

1. The core-required instructional program involving total-body activities for all normal students in school time.
2. The adapted and restricted required program for atypical students essentially in school time.
3. The voluntary intramural sports and co-recreational sports and activities for most students, primarily in out of school time.

³³Bucher, Administration, op. cit., pp. 325-326.

³⁴Voltmer, op. cit., p. 82.

4. The voluntary interscholastic and inter-collegiate sports program for superior performers in out of school time.³⁵

Physical education activities represent the heart of the program. They are the means for accomplishing objectives. They represent the media which attract the attention of the student, and through participation aid him in the achievement of life's goals. Because they are so important to the physical education profession they must be selected with considerable care. Criteria for selection of these activities:

1. Activities should be selected in terms of the values they have in achieving the objectives of physical education. This means they would not only possess potentialities for developing physical fitness but also would have implications for developing the intellectual, emotional, and social make-up of the individual.
2. Activities should be interesting and challenging. They should appeal to the students and present them with situations which challenge their skill and ability. For example, golf always presents the challenge of getting a lower score.
3. They should be adaptable to the growth and developmental needs and interests of children and youth. The needs of individuals vary from age to age. Consequently, activities and the pattern of organization must also change if these needs are to be met. The activity must be suited to the child, not the child to the activity. Wherever possible, students should be allowed some choice in the activities in which they participate.

³⁵ Earl J. McGrath, et. al., Toward General Education, (New York: Macmillan Co., 1948), pp. 8-9.

4. Activities should be modifications of racially old, fundamental movements such as running, jumping, throwing, walking, and climbing.
5. Activities, of course, must be selected in the light of facilities, supplies, equipment, and other resources available in the school or community. One cannot plan an extensive tennis program if only one court is available.
6. Activities should be selected not only with a view to their present value while the child is in school but also with a view to postschool and adult living. Skills learned during school days have potentialities for use throughout life, thus contributing in great measure to enriched living. Patterns for many skills utilized in adult leisure hours are developed while the individual is in the formative years of childhood.
7. Activities must be selected for health and safety values. Such activity as boxing has been questioned as to its effect on the health and safety of individuals.
8. The local education philosophy, policies, and school organization must be taken into consideration.
9. School activities should provide situations which are similar to those children experience in natural play situations outside the school environment.
10. Activities should provide the child with opportunities for creative self-expression.
11. Activities should be selected which have potentialities to elicit the correct social and moral responses through high quality leadership.
12. Activities should reflect the democratic way of life.³⁶

³⁶Bucher, Administration, op. cit., pp. 348-349.

Activities that are currently used in physical education programs throughout the country may be classified in the following manner.

1. Fundamental skills (includes running, throwing, climbing, and other basic skills).
2. Games and sports (includes aquatics).
3. Rhythmic activities.
4. Stunts (includes self-testing activities, gymnastics, and tumbling).
5. Corrective or adaptive activities.
6. Recreational activities (includes hiking, camping, trips, and free play).³⁷

Considering the criteria for selection and the two basic facts for curriculum development and the classification of physical activities, the following activities have been selected to comprise a program.

1. Aquatics - swimming, diving, and life saving.
2. Dancing - folk, square, social, and modern.
3. Team sports - volleyball, basketball, softball, soccer, speedball, touch football, field hockey.
4. Gymnastics - tumbling, pyramids, apparatus, relays, stunts, body mechanics, and posture.
5. Individual and dual sports - tennis, badminton, golf, and archery.

Additional sports may be selected on an elective basis if efficient interest is shown by the students: bowling, hiking, camping, table tennis, wrestling, trampoline.

³⁷Ibid., p. 349.

CHAPTER IV

ESSENTIAL METHODS IN PHYSICAL EDUCATION

In this chapter, consideration is given to the classification of pupils with regards to medical examinations, skill and ability, age, and social maturity. Pupil leadership which provides an opportunity for a student to share in various aspects of leadership, and the planning of activities which develops the skills and meets the needs and interests of the individual are also considered.

Classification of Pupils

Pupils should be given primary consideration in the health and physical education program as it is basic to securing successful and desirable results. Pupils should be classified for a number of reasons.

1. The results of medical examinations may show that they should be placed in one of at least three general categories; that is, those who can participate in the regular program; those who should have restricted activity because of some type of physical disability; and those who should not participate in any kind of physical work. A large majority of the pupils will be able to participate in the regular program. Further classification will be necessary within the restricted group as some pupils will be restricted to certain activities only, while others will be restricted in any physical work attempted. Many restrictions will be only temporary as in cases of recuperation from illness.
2. The age of pupils must be considered in the

organization and administration of the program. To a large extent age grouping are usually automatically cared for by the academic classification methods. Grouping by ages should not be rigidly adhered to, however, as there is much overlapping of ability. A general rule to assure a degree of equality in physical ability and social maturity of pupils is to group them within a two-year age range.

3. Classification of pupils according to their skill and ability for participation in activities must be done in order to equalize competition. It is much easier to conduct activities if pupils are placed in homogeneous groups where each pupil is taking part in activities suited to his needs and abilities. If pupils of nearly equal ability are placed in the same groups there is also less danger of injury. Yet it is usually difficult to get competitive groups entirely equalized, for there are so many individual differences in the ability of pupils as they turn from one activity to another. For example, a pupil may be excellent in wrestling, average in tennis, and poor in swimming. It is possible to classify, however, within relatively narrow ranges of ability. A number of methods are available for classifying according to age and ability. Most frequently weight, height, age, grade, or a combination of these factors have been used. In schools where large groups must be classified and it is impossible for teachers to learn the ability of pupils through close contact and observation, the testing method of classification is perhaps most desirable. The results of tests usually give a better indication of ability of each pupil than the static measurements such as weight, height, and age. Where groups are small enough for the teachers to be familiar with the skill and ability of each pupil through close contact and observation in actual competition, successful results in classification may be obtained through teacher and pupil ratings. If the rating method can be used, it has the advantage over the testing method by saving time which otherwise has to be devoted to the process of administering classification tests and preparing records for use.

4. Classification for social maturity is important; yet, it is not practical to make it the sole

basis for grouping. Inasmuch as there continues to be more and more emphasis placed on desirable social outcomes from physical education activities it is only logical that some attention should be given to the proper classification of pupils from the point of view of social maturity.³⁸

Pupil Leadership

The use of pupil leadership does not provide an opportunity for the instructor to rest while the students do his work; but instead it provides a more complete means of educating through physical education since it permits the students to share in various aspects of leadership with the instructor direction.

At the first meeting of the class the instructor should appoint leaders to serve for about three weeks until the class members have an opportunity to know one another. If the instructor knows few or none of the students, he should still appoint his first group of leaders at about the end of the first meeting. This can be done on the basis of size, general appearance, apparent confidence, extrovertive tendencies shown by speaking up when the opportunity is offered; and on the basis of hunches. On these bases some few will be appointed who do not possess adequate qualifications, but the same would be true if the appointments were made a few meetings later.³⁹ When the three weeks are

³⁸Leslie W. Irwin, The Curriculum in Health and Physical Education, (St. Louis: The C.V. Mosby Co., 1951), pp. 287-289.

³⁹Voltmer, op. cit., p. 334.

up the class members should elect their leaders for the next division of time probable five or six weeks. All class members except the first group of leaders are eligible. At the end of their service period others should be elected. The class members can be trusted to elect only those whom they consider leaders since the weight of group opinion will overbalance a few votes for personal friends. A student usually selects another student on the basis of his performance in activities, ability to get along with others, friendliness, respect for the rights of others, sportsmanship, courtesy, fairness, honesty, cooperation, and abiding by the rules. The general setup and procedure of the plan should be explained, and in this connection the authority and responsibility of a leader should be clearly designated. As a means of overcoming the possible objection that one student should not have the right to tell another what to do, it should be explained that there can be no leaders unless there are followers; and that, in order to have followers when one's turn comes to lead, it is only fair that he serve as a follower for the other fellow's leadership.⁴⁰

In physical education classes there are enough different leadership opportunities that each student should be able to find something in which he can lead

⁴⁰Ibid., pp. 332-333.

reasonably well. Here are some of these opportunities.

1. Serving as a leader of squad or class group.
2. Membership on rules committees.
3. Leader of warming-up exercises.
4. Stunt leader.
5. Officials.
6. Membership on equipment and grounds committee.
7. Leader for games of lower organization.
8. Captain of a team.⁴¹

If the schools are to prepare students to live enriched lives during both school and adult life, opportunities must be provided and leadership is an important one.

Planning Activities

In planning activities great stress should be placed on developing the skill and ability of high school students to the point where they enjoy participation, particularly in recreational sports, which are the activities having the greatest carry-over value for adult life. The skills in /at least a few of the recreational sports should be mastered well enough so that students will naturally have the desire to continue participation in adult life. The teacher at the high school level must assume that the students will not have an opportunity to learn the skills of sports after graduating from the secondary school. A great majority terminate their formal education at this level.⁴²

⁴¹Ibid., p. 333.

⁴²Irwin, op. cit., p. 163.

There should be some freedom of choice of activities in the process of developing sufficient skill in students to assure a carry-over interest. Charles A. Bucher in his book Administration of School Health and Physical Education Programs states that "Children during their early adolescence (12-13 years of age) should have the opportunity if at all possible to take part in activities of their own choosing."⁴³ By the time students arrive at the high school level, they should have acquired considerable skill in the seasonal sports of a more highly organized nature. During the first year or two in the high school the team sports of higher organization should continue to be stressed with increasing opportunities for pupils to select the recreational sports in which they may wish to continue participation beyond their school days.⁴⁴ Teachers should discourage students from electing to participate in only the more highly organized team sports. Some schools require pupils to elect one or two recreational sports each season in order to assure their taking part in other than team sports.

⁴³Bucher, Administration, op. cit., p. 358.

⁴⁴Irwin, op. cit., p. 163.

CHAPTER V

EVALUATION OF PHYSICAL EDUCATION

Evaluation of programs are becoming more prominent in physical education. It is being realized that in order to show the benefits derived from this specialized work and in order to conduct it in the most efficient way possible, evaluation is an essential consideration.⁴⁵

Outcomes help to determine the progress being made and the degree to which objectives are being met. They identify strengths and weaknesses of students and teachers and show where the emphasis should be placed. The following list will give some idea as to the outcomes of the activity which should be achieved.

Team Sports

1. The development of normal organic strength and endurance.
2. The development of essential skills in an adequate seasonal repertoire of team and individual, developmental and recreational sports.
3. The development of proper appreciations and understandings of rules, strategies and good form in the commonly promoted athletic games.
4. The development of socially sound habits and attitudes of cooperation, competition, participation, safety and sportsmanship in athletic sports.
5. The development and maintenance of agility, speed, body control, flexibility, and relaxation.

⁴⁵Bucher, Administration, op. cit., p. 163.

6. The development of a competitive spirit and morals.
7. The development of skills and interests in games with carry-over value.

Formalized

1. To develop routine and facilitate class management.
2. To develop basic sense of rhythm.
3. To improve and maintain body control and suppleness.
4. To provide a form of exercise of moderate intensity for most of the fundamental muscle groups.
5. To develop and maintain good body mechanics.
6. To develop carry-over conditioning activities.
7. To increase the number and extent of body skills.
8. To maintain good body functioning.
9. To develop class discipline and morale.
10. To develop leadership-followership characteristics.

Hygienic

1. To encourage body cleanliness.
2. To encourage cleanliness of dress.
3. To give a knowledge of desirable health habits.
4. To give a knowledge of body functions.
5. To restore or maintain the sanitary and healthful condition of the participants.
6. To develop proper attitudes toward dressing and care of the skin.
7. To develop proper rest habits especially after vigorous exercise.

Rhythmics

1. To give children joyful experience in different forms of rhythmic activities.
2. To develop the sense of relationship of space, time, and feeling.
3. To develop a rhythmically coordinated body.
4. To preserve the social customs and folkways of people.
5. To develop an appreciation of music.
6. To express the rhythmic instincts: recreatively and religiously performance of those participating in rhythmics.
- X 7. To develop an appreciation of the difficulty

- and quality of performance of those participating in rhythmic activities.
8. To develop rhythmic action which enables one to learn other activities with improved facility.
 9. To develop skill and knowledge of the steps taught, technique involved, and the floor patterns used and the structure of the music used.
 10. To develop creative rhythmic activities.

Self-testing

1. To develop intelligent courage in reasonably hazardous activity.
2. To develop one's appreciation of his relative capacity as compared with others.
3. To satisfy one's desire to excel.
4. To create a desire for good body mechanics and skills.
5. To develop and maintain the organic system of the body through vigorous big muscle activity.
6. To develop a reserve power of stunts that will contribute to worthy use of leisure time.
7. To develop agility, coordination, rhythm, balance, flexibility and strength.
8. To develop a sufficient amount of knowledge to enable one to improve through practice in his performance in testing activities.
9. To develop a normal degree of fundamental skills according to one's capacity.
10. To contribute to safe manipulation of one's body in emergencies.⁴⁶

The evaluation of the physical education program will be covered from the general administrative point of view. The general purpose of evaluation is (1) to identify the needs of children; (2) to provide data for their guidance; (3) to help in the selection of facilities, equipment and instructional materials; (4) to group children more adequately; (5) to determine

⁴⁶Karl W. Bookwalter, Syllabus in Curriculum in Physical Education, (Minneapolis: Burgess Publishing Co., 1951), pp. 61-63; (Minneapolis: Burgess Publishing Co., 1951),

the extent to which progress is being made toward objectives; and (6) to stimulate a process of self-analysis by the pupils and teachers.

Criteria for Evaluation

Criteria must be established in any program of evaluation against which to judge the progress of the individual and the group. In trying to judge the progress of the student the following list will be used.

1. A health examination, conducted by a medical doctor. A physical education teacher could administer a posture screening test at the same time.
2. Tests of neuromuscular skills given during the final periods of instruction for each motor activity learned. This provides the teacher and pupil with objective evidence of the pupil's status in the skill and may be used additionally for classification purposes for further instruction.
3. Knowledge tests given at least once a semester.
4. Attitude tests. While no specific recommendation will be made for giving attitude tests in this minimum program, it is suggested that the teacher be constantly alert in observing the behavior of his students.
5. A motor fitness or physical fitness test, once a year, is strongly recommended. This would provide the teacher and pupil with a yearly check on the progress of the pupil in this vital area of his development.
6. Self-evaluation. The teacher should be carrying on a constant program of self-evaluation, relative to his own professional, personal, and social growth and development, as well as to the quality and effectiveness of the program he is providing for his students. If the program of self-evaluation is ineffective, then it would be

reasonable to expect that the program of pupil evaluation will be equally ineffective.⁴⁷

The supervisor and staff should evaluate the efficiency and the ideals of the physical education department. Individual teachers should be happy and enthusiastic. Each one should exercise his talents to the utmost, and yet, should cooperate with others for an ideal of team work.

Time in the teacher's program must be allocated for the collection of data, its analysis and the interpretation of results. Special committees should be formed and the best guidance in selecting evaluating tools and interpreting tests should be sought.

The teacher must apply many of the procedures used for evaluation. There should be a plan for keeping records. Such records would include the results of medical and physical examinations, and any socio-economic data or records from schools previously attended. The records should give a clear picture of the individual's background and should enlarge the portrait year by year.

The following is an evaluation material which will be used in evaluating the physical education program.

1. General Administration
 - a. Professionally trained administrator
 - b. Department organized for unified action
2. Teaching Situations
 - a. Daily period of instruction in secondary schools
 - b. Well-organized afternoon play and athletic program

⁴⁷Bucher, Administration, op. cit., pp. 175-176.

- c. Summer programs - play, recreation, camp, and swimming
 - d. Special time for student conferences
3. Space
- a. Adequate indoor space
 - b. Shower and locker facilities
 - c. Adequate outdoor space
 - d. Swimming facilities
 - e. Camping facilities
4. Activities
- a. Broad range - adjusted to age needs
 - b. Intramural for all
 - c. Boy's athletics controlled
 - d. Adapted activities for atypical children
5. Grouping of Children
- a. In accordance to ability
 - b. Progression from low to high skill level
 - c. Boys and girls together in appropriate activities
 - d. Small groups for handicapped children
 - e. Student leaders given responsibility
6. Leadership
- a. Well-trained staff
 - b. Special teachers for upper elementary grades
 - c. All coaches with special training
 - d. Special trained leaders for atypical children
 - e. Year-round leadership programs
7. Democratic Organization
- a. Active faculty cabinet
 - b. All teachers helping with planning
 - c. Supervision on democratic basis
 - d. Student council with self-government plan
 - e. No discrimination on basis of race or religion
8. Protection
- a. Periodical medical examinations
 - b. Regular safety inspection of equipment
 - c. Safety teaching plan
 - d. No undue emotional strain
 - e. Accident insurance benefit plan
9. Community Coordination
- a. With city recreation department
 - b. With city health department
 - c. With city space-planning committee
 - d. With state and county agencies
 - e. With youth-serving agencies

10. Organic Development
 - a. Vigorous activities for all typical groups
 - b. Activities organized progressively
 - c. Limited program for handicapped
 - d. Safety precautions to avoid over doing
 - e. Daily teaching and sports program
11. Skills
 - a. Basic skills for all
 - b. Fundamental rhythm for all
 - c. Wide-range exposure for elementary age
 - d. Skill based on maturation needs
 - e. Individual activities and sports
 - f. Team games and sports
12. Interpretations
 - a. Knowledge of game rules
 - b. Player-run games
 - c. Cooperation in keeping training rules
 - d. Application of safety rules
 - e. Training techniques in refereeing
13. Emotional
 - a. Growth in team work concept
 - b. Increased respect for game officials
 - c. Courtesy to visiting teams
 - d. Assistance rendered to younger children
 - e. Sportsmanlike audience reaction
14. Athletic Program
 - a. Control through local and state athletic associations
 - b. Respect for rules of games
 - c. Vigorous play day and intramural activities
 - d. Protection from exhaustion
 - e. Protection from emotional tensions⁴⁸

⁴⁸Jay B. Nash, Francis Moench, and Jeannette Saurborn, Physical Education: Organization and Administration, (New York: A.S. Barnes and Company, 1951), pp. 181-192.

CHAPTER VI

STAFF CONFERENCE AND MEETINGS

There are two basic types of conferences: (1) the conference with the individual; and (2) the group conference. If the individual conferences are requested there exists a good working relationship. In the individual conference the first step in planning involves the selection of a place to confer. A place familiar to the teacher is most desirable: this may be a classroom, the physical education office within the school, perhaps the locker room, or the athletic field. It is very important to consider the teacher first in selecting the place of the conference. Granted that an occasional requested conference may seem needless, no request should be refused.

When the teacher requests a conference the supervisor should be familiar with the personal data on the teacher, know enough about the teacher's work to discuss it intelligently, and remain open minded as to the reasons for requesting the conference. No definite rule can be given as to how much time should be allotted for an individual conference. The nature of the problem or situation will determine the amount of time needed. Far better results can be achieved in a fifteen minute conference, carefully planned and informally conducted, than a conference which

drags on for an hour or more.

In conducting the conference, the supervisor assumes the responsibility for starting the conference on an informal and businesslike basis. The person who requested the conference has the obligation of stating the business of the conference. Once the concern of the conference has been established, the direction of work and the pace of the conference become the obligations of the supervisor. One needs to remember that the basis of good supervisor-teacher relationships involves a freedom and willingness to get differing points of view before arriving at a decision.⁴⁹

Action should result from a conference. After the matters under discussion have been examined, the supervisor should aim to translate the conference in action. It is also desirable to set up at least a tentative date when results of the conference may be evaluated.

The group conference in most respects may well be regarded as a natural outgrowth of the individual conference, differing in degree rather than in kind.⁵⁰ General suggestions for planning the group conference closely resemble those of the individual conference. The practice of arranging conferences, whether individual or group, during school hours, should be encouraged.

⁴⁹Ruth Evans and Leo Gans, Supervision of Physical Education, (New York: McGraw-Hill Book Company, Inc., 1950), pp. 73-87.

⁵⁰Ibid., pp. 73-87.

The nature of the problem to be discussed determines the preparation which the supervisor should make. If research materials are needed, the supervisor should provide as many of these materials as possible and, further, should be able to guide teachers to other sources of data if the situation requires. Where equipment is to be used, the supervisor should either arrange for the equipment or see that it is provided by others. Individuals may be selected to discuss certain problems. These persons should be notified in advance of the meeting. The supervisor must give some thought to the techniques which will be most desirable in securing a follow-up of the work of the meeting.⁵¹

These conferences are necessary to bring about better working relationships and better teaching attitudes and skills.

⁵¹Ibid., pp. 73-87.

CHAPTER VII

SUMMARY

In this paper a hypothetical situation has been set up in which a supervisor would begin his duties as head of the physical education program. The philosophy of the supervisor and the aim of education and the importance of physical education in the educational program have been discussed.

Policies have been listed as a means of procedure and the objectives have been discussed to show what should be accomplished through physical activities. To accomplish these objectives through activities, a criteria for selection has been listed.

The classification of pupils and pupil leadership are given primary consideration in the physical education program. In planning activities, stress should be placed on developing skills, enjoyment, and carry-over value. Outcomes are listed, to show how they help to determine the progress being made and the degree to which objectives are being met.

The evaluation of the physical education program has been discussed from the general administrative point of view. Explaining the purpose of evaluation and the criteria for establishing a program of evaluation.

Conferences and meetings are also discussed, considering the group and the individual conferences and the planning involved in conducting these conferences.

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